

Lesson Planning

These are basic steps to keep in mind when planning a lesson:

State the objective for the lesson.

Assess what your students already know about this objective. What do they need to learn?

Teach the new information, building on what your students already know. Introduce and present the information using a variety of teaching techniques. Determine whether or not students are making sense of the material as the material is being presented.

Reinforce the new information you have introduced. Use activities and exercises that will engage the students. You may want to reinforce the new information while reviewing information they have already learned.

Close the lesson by summarizing the key points of the lesson. Ask students if they have any questions regarding the new information.

Evaluate the lesson after you are finished. What went well? What needs work? What other techniques can you use? How else can you reinforce the material?

When you make an individual lesson plan, you need to keep in mind the objectives you have already covered and what you hope to cover in future lessons.

A good lesson plan should show how you plan to move your students one step further toward mastering a content area or goal and should include:

- a focus on a goal, content area, and objectives
- sequencing from the known to the unknown
- a connection to yesterday (or last week) and to tomorrow (or next week)
- a variety of techniques and activities

Suggestions and Techniques:

Prepare for each lesson. Develop lessons that are fairly consistent in format and in expectations. Even though you may alter your lesson plan as you teach, it is always best to have thought the lesson through and planned ahead. Never wing it.

Build on what your students already know. Much of what we learn comes through repetition and usage. When we see old information in new contexts, it helps us make sense of the new pieces of information.

You do not have to solve problems on the spot. If your students do not understand a particular portion of a lesson, you may be able to solve the problem in time. Give yourself time to analyze the lesson plan and determine why your students might be confused.

Adapted from: Minnesota Literacy Council
<http://www.themlc.org/printview/>